

# Child Welfare League of America, Inc.

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## Bulletin

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*"I hope that at some time, by dint of bolder thought and freer action, the world shall see a race able to enjoy it without stint, a race able to enjoy the flowers with which the physical world is strewn, the colors of the garden of life. To look backwards with the swallow there is sadness today, with the flock of the cloud there is unrest, but forward with the broad sunlight, there is hope."*

—RICHARD JEFFRIES

### SOCIAL SERVICE UNITED IN EDUCATIONAL PROGRAM

As a first step toward bringing about a broader interpretation of social work during 1932, through national as well as local channels, a United Educational Program has been initiated under the auspices of the National Social Work Council. The program represents a united effort by national agencies to create a better popular understanding of the variety of welfare services required for social reconstruction during and after the depression.

Among the several working committees representing the major fields of social work is one on Neglected and Exploited Children. Its membership includes representatives of the Big Brother and Big Sister Federation, Child Welfare League of America, National Child Labor Committee, National Probation Association and the United States Children's Bureau. C. C. Carstens is chairman and Mrs. Gertrude Folks Zimand is secretary.

This committee has decided that each national organization participating shall have responsibility for assembling information within its particular field. For example, members of the Child Welfare League of America and other child-caring agencies will be expected to send important reports, news articles and other information to the office of the League. All local and state agencies, institutions and organizations may consider this article as an invitation to supply information.

Whatever is received will be turned over to the staff of the United Educational Program, of which Bart Andress is Executive Director. Then the best of it will be distributed for educational purposes by radio, newspapers, magazines, etc.

That a united educational program is needed seems obvious. The most apparent reasons for such an effort have been outlined as follows by Dr. William F. Snow,

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### INSTITUTION NEWS

The Oxford Orphanage, located at Oxford, North Carolina, and operated by the Masonic Lodge of that State, includes in its 1931 report a summary of the case-work service rendered during the year. The case worker, who is a graduate of Duke University and has also had special training at the New York School of Social Work, reports as follows on applications for the year 1931:

Number of applications approved.....	44
Number of applications disapproved.....	51
Number of applications withdrawn.....	22

Without case-work facilities it is quite possible that the number of applications approved would have been much larger than the number disapproved. The facts as to why applications are disapproved and as to what disposition is made of cases in which children do not come into care are always of interest as adjustment service without admission to an institution is an important part of an institution's case-work program.

The figures on parental status of the 378 children in the Oxford Orphanage on December 31, 1931, show that there were 94 full orphans under care; 232 children whose mothers were living; 40 children whose fathers were living; and 12 children having both parents living.

Presumably the mothers of the 232 children who comprised 61 per cent of the total population were widows or were deserted. If the majority of these mothers were competent to rear their own children and if adequate mothers' aid were available in North Carolina there would undoubtedly be fewer children of widows needing institutional care. This would release the resources of the institution for more intensive development of its services.

Private institutions in many parts of the country are carrying a dependency load which for both social and economic reasons should be carried through mothers' aid and other forms of assistance to dependent children in their own homes. The result is that increasingly institutions are taking initiative in securing backing for more adequate mothers' aid laws, and in demonstrating the practicability of the mothers' aid principle by utilizing some of their own funds to keep children in their homes until such time as public funds are available.

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## THE ADVENTURE OF FOSTER PARENTHOOD

(EDITOR'S NOTE: *In one of the middle western States there live a village doctor and his wife who for two years have been boarding three brothers who are wards of a child-caring agency. Recently the doctor summed up what it meant to his wife and himself to have these children in their home. As so much of the interpretation of foster parents' attitudes and motives is left to social workers, it is interesting to hear a foster father speak for himself.*)

"Morning, noon and night for a year my wife and I sat alone at the table and often with poor relish too. For over twenty-five years we had been used to the gaiety of our own young and growing children who had been allowed considerable liberty in the home for games and fun in general. With all of them gone, the change, the stillness, the silence as compared to what we were used to, was depressing to both of us.

"One day in November, 1930, my wife had been to the county seat attending a function of some sort and after she came home she told of having gone to an agency there with the idea of possibly taking a child. She spoke of three boys, brothers, about whom the agency had told her and seemed quite impressed. I said nothing but thought to myself that three boys belonging to someone else were 'lots of boys.' Not much was said until near the holiday time, when the subject was brought up again and again and I said little. Finally in the early part of January, my wife said, 'What about taking those boys? Are we going to or are we not? I want you to express yourself.' So one day soon we went to the office of the agency and the worker arranged for us to see the children. I visited with them at the Receiving Home and soon found that I was as favorably impressed with the boys as my wife had been. I told her they looked good to me and arrangements were immediately begun whereby they could be placed with us.

"It has been a good move for both my wife and myself. We are occupied with their care and needs, to which demands we were so long accustomed in the rearing of our own five children. It is like home once more.

"Each boy has his little chores to do. In our basement is a work bench and a good variety of tools where my own boys and I have spent many happy hours. Now that they are gone, I am living over the former times again with these three boys. It is really interesting to see what they will think of and try to make, and they are each quite handy in the use of tools.

"This winter we have put in considerable time getting a boat ready for the spring freshets. Everything about it is homemade, even the oars. A carved image of a bird monster surmounts the front, in the head of which is a socket to receive a flagstaff. The oldest boy is showing some artistic ability and has painted the boat white and put on the side the name 'Morning Glory' in black letters. Just now our little stream is frozen over and the boys are making good use of it as a place to skate and slide, but I am looking forward to having lots of fun with them on the water in the spring. For a year the boys have been occupied with learning to play a musical instrument and now each one is playing in the local band and church and school orchestra. They are aver-

age boys and it is a real pleasure to observe the progress they make from time to time.

"We live in a small village to which we came nearly twenty years ago. We have several acres of land and as we always did with our own children each boy was assigned a portion as his own last summer, on which he was privileged to raise (and sell) his own products.

"It is our purpose to give these children as many varied experiences as we can, believing that when the time comes for them to cope with life's affairs the experiences gained while with us will be of material benefit in achieving and holding some worth-while place in the world.

"We are getting a real 'kick' out of this experience and it seems to me it would be good 'medicine' for many couples now living alone if they would take on the responsibility of caring for some child needing and deserving of the influence of wholesome family life.

"Both my wife and I hope to stay young enough in spirit always to enjoy the things of youth. We believe this is one way to stay young.

"Of course, I would not have you think it is all sunshine by any means, but to be occupied with the problems of growing youth and feel that you are being instrumental in the shaping of a child's destiny is certainly better than the depressing stillness of empty rooms no longer vibrant with the joy and mirth of growing children.

"To those who are now sitting in the stillness and silence of a childless home this is a plea to take on the pleasures and the joy of helping a homeless child."

## RECREATION LEADERS AVAILABLE

The increased interest in recreation in institutions has resulted in our attention being drawn to the training given by the National Recreation School in New York City. This school is sponsored by the National Recreation Association, of which Miss Erna Bunke is the representative in recreation service to institutions.

The National Recreation School is a graduate school which trains each year a limited number of young men and women for service in the recreation field. The course given includes special training in game leadership, music, drama, handcraft, and many other phases of recreation work. A certain amount of actual experience is required of each student—this work being done in playgrounds, boys' and girls' clubs, institutions, and other recreation centers.

A few of the graduates have been engaged in institutional work and several of the present class who will graduate June 1 are especially interested in this field of service.

Should you consider the employment of a recreation leader for the coming year the Association will gladly send you complete information concerning several of the graduates best fitted for the position in mind. Please address any correspondence to the National Recreation Association, 315 Fourth Avenue, New York City.

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## THE SMITH CHARITIES

Oliver Smith, Esquire, who died December 22, 1845, left an estate valued at nearly \$4,000,000 which, according to the terms of his will, was to be the nucleus for what has since become known as the Smith Charities.

The system of charities which Oliver Smith devised was put into operation in 1859. The fund for the Agriculture School which was one part of the plan became available in 1905 and \$50,000 was turned over to the City of Northampton, Massachusetts, for the purchase of land for the purpose. The Smith's School was opened for students in 1908 along the lines laid down by the founder.

In addition to establishing the school, the will provided that the trustees should select, first, indigent children, second, orphan children, third, children having only one parent living, and last, those having both father and mother living, and should "cause the said boys to be bound out in good and respectable families where they shall receive a good common school education and be well instructed and brought up in the business of husbandry or such mechanical trade or employment as may be considered most beneficial and useful."

After arriving at the age of 21, the boys "who have conducted themselves well and faithfully during apprenticeship shall at the discretion of the trustees receive a loan not to exceed \$500 for a term not over five years." Security for such loans is required and interest must be paid. However, if at the end of the five-year period "the conduct of the Borrower shall have been such as to satisfy the said trustees that he will in the future make good use of the money, the obligation shall be cancelled and given up without the payment of any further sum than the interest aforesaid."

A decree of the Probate Court of Hampshire County, entered December 7, 1920, modified the provisions of the will to the extent that indigent boys bound out to learn trades or farming "will not be required to live in the home of the master but may live in their own homes or suitable homes elsewhere."

"Indigent female children" were also included in Oliver Smith's will. Not only were they to be educated by the families in which they were boarded and trained to fulfill their domestic duties "with honor to themselves," but they were to receive marriage portions of \$300. In spite of the fact that Oliver Smith never married he appears to have appreciated the importance of a marriage portion in a woman's life. He also must have felt that a married woman was entitled to hold to her own opinions regardless of her husband as the will states, "No beneficiary shall be deprived of her right to the said marriage portion of \$300 on account of the religious opinions of her husband, as the benefits of these funds are intended to be open alike to all religious Sects and Denominations claiming to be Christians."

In the case of sickness or mental infirmity an unmarried woman can, under the terms of the will, be given assistance up to the amount of \$300. If later she marries, the benefits previously paid will be deducted from the marriage portion.

Indigent young women living in any one of the eight towns specified in the will but not previously bound out by the trustees are also privileged to apply for marriage portions—not to exceed \$50, provided that "the man who she is about to marry or has recently married shall likewise sustain a good moral character and be of sober and industrious habits."

Indigent widows are eligible for payment of grants not to exceed \$50 per year. Whether or not allowance to the same widows shall be made annually is left to the discretion of the trustees with this warning: "and it is strictly enjoined upon the said trustees in every discretionary exercise of their powers—to discourage idleness and pauperism in every form; and to recommend and enforce by all proper means the practice of Economy—Frugality—Temperance—Industry and Every Moral Virtue."

The 1931 report of the trustees of the Smith Charities indicates that with certain minor changes the system which Oliver Smith devised for the expenditure of his fortune is still being followed.

During the year 1931, 58 boys were indentured. Loans of \$500 each were made to 46 apprentices. The notes of 31 were surrendered. One apprentice loan was recalled. Seven girls were indentured, three girls were married and received marriage portions. One girl over thirty years of age availed herself of the privilege of drawing the benefit provided by the decree of the Probate Court. Fifty dollars each was paid to 174 widows. Marriage gifts of the same amount were paid to 204 young women. 152 boys and 14 girls were serving under indenture. The names of nine boys and two girls have been stricken from the list of beneficiaries.

The funds held by the Smith Charities now amount to over a million dollars. The annual report is a unique document in that it still uses terms such as "indenture," "apprentice," "marriage portions," etc., which one rarely finds in present-day reports because the older terminology is no longer applicable to modern practice in the children's field.

## THE ART OF BENDING TWIGS

What makes some children selfish and competitive and others helpful and cooperative? Dr. Julius B. Maller of Teachers College, Columbia University, has tested 1,538 young specimens in an effort to find out. On the basis of the returns he suggests three main techniques for the making of a selfish youngster. One way is to do everything for the child, after the familiar manner of the self-sacrificing mother of fiction, and to give

## THE CHILD WELFARE LEAGUE OF AMERICA, INC.

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The Bulletin is in large measure a Forum for discussion in print of child welfare problems. Endorsement therefor does not necessarily go with the printing of opinions expressed over a signature.—EDITOR.

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him little chance of cooperating with others in a common endeavor. Another way is to put him under pressure to excel, starting him off toward the great American goal of "keeping up with the Joneses." The third method is to place him in a group of children varying widely in age, intelligence and experience.

The unselfish child—to reverse the picture—is likely to be one who is not constantly prodded, who has plenty of practice and encouragement in cooperation, and who is brought up among his intellectual and chronological peers. The Boy Scout, it was found, for instance, tends to be more cooperative than the child who spends most of his spare time at the movies.—*N. Y. Times*.

## UNITED EDUCATIONAL PROGRAM

(Continued from page 1)

General Director of the American Social Hygiene Association, who is serving as chairman of an administrative committee of the United Educational Program:

"We are endeavoring to face the social problem of 1932 in its entirety. Special appeals for emergency relief must be energetically pursued; but the community's obligations do not end there. I believe there is general agreement that innocent victims of an economic crisis need more and are entitled to more from a resourceful and enlightened people than bare relief on a famine basis. The question is how to provide for the facilities, institutions and services required to meet these less obvious but vitally important needs in face of the present necessity for public and private retrenchment.

"As is the case in virtually every business and profession today, social agencies are finding it necessary to re-evaluate and radically adjust their programs in the light of a changed economic situation. They must operate with the strictest economy; and it needs to be made plain to the public that they are not asking for a single dollar which is not supported by proof of present necessity. Nevertheless, their activities must not be cut down below the point where the essential values they represent will be sacrificed. Hundreds of thousands of those now suffering, directly or indirectly, as a result of unemployment, need much more than food and shelter.

They want advice and guidance as they seek the road to rehabilitation. They are apprehensive about the health of their families. They are intensely concerned about handicapping their children, realizing that a child cannot grow up twice. Hence local communities should look upon emergency relief plans, both public and private, as vitally important but temporary additions to their normal welfare budgets—not as substitutes for permanent services which safeguard health, preserve morale and protect child life."

## INSTITUTION NEWS

(Continued from page 1)

Planning of the meals at the Methodist Home for Children in St. Louis is done by the nurse and the housekeeper, both of whom have had special training in nutrition. We give herewith the menus of the Methodist Home for one week, as this is the time of the year when many housekeepers are interested in new styles for spring meals.

### Sunday

*Breakfast:* Puffed wheat with sliced bananas, buttered toast, hot cocoa malt.

*Dinner:* Roast pork with gravy, mashed potatoes, green beans, celery, bread and butter, canned pineapple, milk.

*Supper:* Cheese, lettuce salad, bread and butter with grape preserves, milk.

### Monday

*Breakfast:* Sliced oranges, Ralston cereal with bran, brown bread and butter, milk.

*Lunch:* Vegetable stew, raw cabbage, bread and butter, stewed apricots, milk.

*Dinner:* Liver loaf with bacon, boiled potatoes, creamed carrots, bread and butter, ice-cream, waffles, milk.

### Tuesday

*Breakfast:* Grape-fruit, Cream of Wheat with bran, buttered toast, milk.

*Lunch:* Brown rice, raw carrots, bread and butter, stewed prunes, milk.

*Dinner:* Meat loaf with tomato sauce, baked sweet potatoes, cabbage slaw, bread and butter, canned berries, cake, milk.

### Wednesday

*Breakfast:* Tomato juice, Cream of Wheat, buttered toast, fig jam, milk.

*Lunch:* Creamed eggs, raw turnips, rye bread and butter, apple butter spread, milk.

*Dinner:* Cottage cheese, lima beans, cold slaw, bread and butter, canned peaches, cake, milk.

### Thursday

*Breakfast:* Grape-fruit, Ralston cereal, bacon, bread and butter, milk.

*Lunch:* Cream of pea soup, bread and butter, pear preserves, milk.

*Dinner:* Beef stew, baked potatoes, fresh spinach, bread and butter, plum jam, milk.



## Friday

**Breakfast:** Rolled oats, buttered toast, stewed prunes, milk.

**Lunch:** Spaghetti with tomatoes, raw cabbage, bread and butter, stewed peaches, milk.

**Dinner:** Canned salmon, creamed peas, shredded lettuce salad, bread and butter, egg custard, milk.

## Saturday

**Breakfast:** Sliced oranges, whole wheat with cocoa-nut, buttered toast, milk.

**Lunch:** Bean soup, buttered crackers, cold canned tomatoes, chocolate pudding, milk.

**Dinner:** Boiled eggs, lettuce, creamed carrots, bread and butter, canned peaches, milk, candy.

## FIRE DRILLS

The subject of fire drills is not so interesting as many others which could be discussed, but the Editor of the BULLETIN feels an obligation to keep League members "fire-hazard conscious." We, therefore, quote the following article from the February issue of *The Connie Maxwell*, which indicates that Dr. Jamison is teaching his staff and his children what to do in an emergency:

"No one will deny the importance of fire drills, especially in buildings where large groups of children are housed. The immediate reason for fire drills as a precautionary measure against fire hazards is obvious. A more fundamental reason lies in the fact that fire drills afford a training which conditions the individual to meet emergency of the type that fires present in a calm, collected state of mind. Fire drills lessen to a great degree the possibility of frenzy and panicky activity. Authorities on the subject of fire prevention tell us that the loss of life in fires could be reduced almost 50 per cent if those affected would 'keep their heads.' It is an accepted fact that in an untrained, undrilled group of people a fire or the smell of smoke is a signal for everybody to go crazy. Everyone acts as if his life is the only one worth saving. This attitude does not work for the welfare of the group because very few public houses or even private residences have exits that would accommodate the hurried outgo.

"It is just for these reasons that the administration at Connie Maxwell has in the past month inaugurated fire drills in all of the two-story buildings on the campus. The plan of the drills is very simple. Each cottage has an unusual sounding whistle and conducts its drills. Four long blasts of the siren is the signal for the drill. As only two cottages of the sixteen are built alike, a different plan of exit has to be followed in each. The organization necessary for carrying out the drills consists of a captain for each dormitory. It is the duty of this captain to awake all and to see that his dormitory is quickly emptied. The majority of the cottages report fine drills. One reported that the house was emptied in less than a half minute. All the children appear to be giving fine cooperation in these drills. We hope that it will not become necessary to use the drills but that they will afford a training for our children that will help them in any fire situation.—S. M. S."

## THE SIGNIFICANCE OF THE GIRLS' BUREAU TO THE BRUSH INQUIRY

(EDITOR'S NOTE: *The Brush Foundation*, of Cleveland, whose Director is Dr. T. Wingate Todd, has a cooperative arrangement with the Girls' Bureau, by means of which the Bureau plays a part in some of the research projects undertaken by the Foundation. The following excerpt from a recent annual report of the Girls' Bureau sets forth a new and challenging point of view.)

"Normal growth implies a harmonious development in body, in mind and in social experience. In any one of the three there may be a measurable altered tempo, deviation, or defect. It is the expression of a disharmony betrayed in the behavior of adolescence which brings a girl under the notice and guidance of the Bureau. Minor grades of disharmony are evident, though unnoticed, in so-called normal girls just as minor degrees of ill-health are passed over without comment in so-called well children. It is through the study of instances of disharmonic growth, greater in degree but not different in kind, that the Inquiry can discern and set forth the principles which characterize disharmony.

"Girls from the Bureau are contrasted at the Foundation with girls from the general community as the medically sick are contrasted in the Clinic with the medically well. To do this an assessment by the Brush Inquiry is made of physical and of mental developmental growth and the assessment by the Bureau itself of the social development and experience is included among the data for study.

"Physical development and mental development may be found satisfactory in terms of the community and the disharmony traced down to a disorder of social experience. On the other hand, social experience may be found, on analysis, to have but a secondary or negligible significance. The disharmony may be due to a gross disorder of physical or of mental developmental growth.

"In effect we find three types of disharmony illustrated among these girls, namely, the following:

"(1) Physical and mental developmental growth proceeding harmoniously in relation to each other and in relation to age. Disorder of social experience.

"(2) Physical and mental developmental growth proceeding harmoniously in relation to each other but in an altered relation to age. This disorder may be precocity or retardation, but results in difficulties of social adjustment.

"(3) Disharmony between physical and mental developmental growth with a disordered relationship between age and one or the other or both of these aspects of the individual. Usually this type is illustrated by girls adequately developed physically but mentally retarded or defective. The altered tempo of deficiency of mental growth may, like the physical or the social, commence at any age and its causation is still quite obscure. But the special usefulness of the Girls' Bureau to the work of the Inquiry lies in the fact that we find, among these girls, instances of late appearance of this defect, mental development having shown but slight or no aberrancy from the normal until the preadolescent

stage, when the defect becomes progressively more obvious as the physical growth nears its maturity.

"It is only by adequate analysis of the disharmony in developmental growth that we can ever hope to ameliorate the condition or promote more effective citizenship in our young people who fall into the categories outlined above. The first essay in this constructive work is the conjoint effort of the Girls' Bureau and the Brush Inquiry, the former contributing the cases with their social analysis, the latter contributing the physical and mental analysis now possible for the first time as a result of the investigations of the Inquiry itself. As one result of the cooperation of the past two years it has been possible to make this straightforward analysis of our common problem. It is only by the continued cooperation of these two organizations that this work, fraught with inestimable significance for the future of our youth, can continue.—T. WINGATE TODD."

#### CHILD LABOR INCREASES ADULT UNEMPLOYMENT

"In spite of progress made in child labor control, and of the reduction in jobs available for those of all ages, census figures for 45 States indicate that there were approximately 700,000 children from 10 to 15 years of age, inclusive, gainfully employed during 1930. If in addition young people 16 and 17 years of age in unsuitable occupations are considered, it is conservative to say that there are a million minors at work who should be in school. It is a grim jest that boys and girls should be deprived of needed education while adult breadwinners are desperately in need of the jobs these children hold.

"Because of adult unemployment, children are being forced into work that involves new forms of abuse or rather, in most cases, a revival of old forms of abuse of child labor. In one State, for example, the number of licenses issued for work in tenement homes doubled for the year 1931 as compared to the previous year, the serious cases of confining work on the part of young children, for cruelly low pay, are found to be the frequent accompaniment of such work.

"Economic distress has increased the pressure upon children engaged in street trades to work later hours, to use more insistent devices for the sale of articles, and, particularly in the sale of candy and trinkets, to fall easily into habits of begging.

"When five children are competing for every job, no wage is too low, no condition of work too unpleasant, to find acceptance. Governor Pinchot, of Pennsylvania, in a recent address on child labor, quoted cases where adult workers had been discharged and young girls or boys taken on at wages ranging from \$4.00 to \$7.00 a week. Some of these children are struggling to feed families of younger brothers and sisters, because, ironically enough, the parents have no work."

This is from the eloquent text of a pamphlet just published by the National Child Labor Committee (331 Fourth Avenue, New York City) entitled, "For the Child—1932." All who are concerned when children are exploited by employers will want the up-to-date information contained in this pamphlet.

#### AMERICA'S SCHOOL POLICY CHALLENGED BY PROFESSOR THORNDIKE

(EDITOR'S NOTE: Upon the occasion of the dedication of the Graduate School of Education Building at the University of Chicago in March, Professor Edward D. Thorndike of Columbia University, who was one of the speakers, threw a bombshell into our usual thinking regarding compulsory education. Professor Thorndike based his statements on the findings of a study which has been made of the educational careers of 785 boys.

We are reprinting excerpts from Professor Thorndike's speech, as reported in the New York Times, because it represents a point of view which differs from our aspirations for compulsory education. This does not mean that the opinions expressed herein represent the opinions of the BULLETIN on the subject. As a matter of fact, it would seem that any discussion of distribution of education should also have included discussion of types of education. The inflexibility of too many public school curricula which results in the "manual-minded" child's having little opportunity to develop his capacities is generally recognized. However, we believe our members should be familiar with the deductions drawn by Professor Thorndike and, therefore, we are willing to run the risk of being censured for a too free use of "scissors and paste" by reprinting his speech.)

In all lands and at all times education has been distributed unequally. \* \* \* With the aid of the Commonwealth Fund the Institute of Educational Research of Teachers College has followed the educational careers of 785 boys, constituting a representative sample of eighth-grade pupils in New York City in November, 1922. The years of schooling (of approximately 180 days) varied from 6½ to 16½. \* \* \* The age at leaving school permanently varied from 13 to 25. If the sampling had been taken for an age or for a much lower grade, the variation would have been even greater. Even in our sample, some boys have two and one-half times as many years of schooling as others have.

The inequalities become even more striking if we make allowance for the fact that a day's schooling at age 6 means something very different from a day's schooling at age 16, and something of much less importance, at least for intellectual education. Those who have the least education have it at the youngest ages and so are at a double disadvantage.

The general spirit of our country for the past 100 years has been to make great efforts to increase the amount of education, but to pay relatively little attention to its distribution. The plea of reformers has been for more education, regardless of who received it. There has been an indiscriminate urge toward more schools, longer school years and later compulsory ages. Education of any sort for any person has been recommended as a national investment without much consideration of



the differences in safety and income which may attach to the investment in certain boys and girls rather than in others. The mere volume of education has been taken as a measure of idealism, somewhat as the mere volume of gifts to beggars of all sorts used to be taken as a measure of philanthropy and charity. \* \* \*

It may be doubted whether either the policy of striving for indiscriminate increase in the volume of education, or the policy of favoring especially those who would otherwise have very little schooling, was ever the best for the general welfare. A very strong argument could have been made at any time in the last half-century for exercising careful discrimination in the distribution of education, giving the most to those who would use it best for the common good.

And a fairly strong argument could have been made that those who would use more education best for the common good would be those who already had a great deal of it—for example, promising young students of science who, with more education, might make discoveries of great benefit to the world, or promising young physicians, clergymen, engineers and the like, who, with more education, might serve their communities much better. \* \* \*

The question, "Who are receiving the most education?" is not answered adequately by answering the questions "Who go to college?" "Who go to high school?" "Who attend medical schools?" or any other questions that ask who receive certain higher levels of education.

Let us consider the 785 boys that are a fair sampling of all boys in grade 8B in public schools in New York City ten years ago. \* \* \*

I have examined the later school careers for the forty boys who had the forty highest scores of the entire 785 in abstract intellect and early school achievement, and also the school careers of the forty boys who had the lowest forty records of the 785. The ablest twentieth averaged only four months older than the worst twentieth when they left school. The ablest twentieth had three semesters (i. e., a year and a half) more schooling, of which roughly one year is due to their entering school earlier and a half-year to their staying to an age four months older. \* \* \*

The ablest twentieth reaches a status four full-year grades in advance of the least able twentieth at an age only four months greater. Their average is high school graduation; that of the low twentieth is graduation from the eighth grade. Twenty-nine of forty of them graduate from high school; only one of the low forty does.

The findings should force a thoroughgoing consideration of policies regarding the distribution of education. There are no adequate reasons for supposing that the case for the country at large is notably better than that

for New York City. \* \* \* I believe that New York has been ahead of the country at large in providing educational opportunities and encouragement for able boys and girls. So I fear that the general status of distribution may be worse. Present distributions are surely bad.

It certainly is not reasonable that the intellectually ablest 5 per cent of the boys should be kept in school to an age only four months beyond that to which the least able are kept. Suppose that we had 80 years of schooling to distribute among these 80 boys. Surely, it would be wasteful and essentially unjust to give each boy one year more. More schooling of the sort they have had will make the low twentieth very little happier or more useful. But it can be guaranteed that two years more for some of the top twentieth would enrich their individual lives and produce substantial benefits to the community. Indiscriminate advances in the compulsory school age beyond 16 seem, in view of the actual facts, a weak and wasteful procedure.

And what shall we say of laws or customs which systematically and emphatically distribute the most schooling to those least able to get profit by it for themselves or for the community? Are they not intolerably unwise and unjust? Yet they have been very common. Thus, a child of a certain age, say 14, is allowed to go to work if he has reached a certain advanced stage, say graduation from grade 8; but if he has only reached, say grade 5, he must be given more schooling. Of our 40 specially able boys, five left school before they were 15; not a one of the dull 40 did. We need laws to prevent greedy or perverse parents from depriving gifted children of schooling, not laws to force them to keep in school children who have neither the ability nor the interest to profit thereby.

The problem of providing schooling in some reasonable relation to the intellectual ability of the recipients is only one part of the general problem of the quantitative distribution of education. It would be a very inadequate treatment of the matter to use intellectual superiority alone as the measure of fitness for more education. Moreover, the problems of the qualitative distribution of education are at least as important as those of quantity. We have to ask not only "How much schooling shall each sort of individual receive?" but also "What kind of schooling shall it be?" \* \* \*

Zeal to produce more schooling—that is, to increase the amount of schooling given in our country—has been one of America's fine idealisms. Such zeal should be maintained, but with it there should be equal zeal to distribute this education so that those will have most who can use it best. What evidence we now have indicates that the ablest receive very little more than the least able.

For every boy in the top 40 of our 785 who stayed in school beyond the age of 18 there were nearly ten boys below average ability who did so. The passion for equalization which had a certain nobility when a large percentage of children barely learned to read and write becomes unwise, almost ridiculous, when the question is of spending our resources to keep in schools boys of 16 or 17 or 18 who would be happier and more useful at work or at play. Our increased resources should be used first to aid young men and women whom nature and nurture have chosen to profit from schooling.

Doubtless great ability will often manage to get education outside of schools or get along without it. But those who can do so much for the world with so little are the very ones who should be given more. In the wars we are incessantly waging against disease, misery, depravity, injustice and ugliness, we should not provide our best marksmen with the poorest weapons nor ask our bravest to fight with their naked hands.

#### CHILD HEALTH—ON MAY DAY AND EVERY DAY

Support Your Community Child Health Program: It Protects Your Home. This is the slogan chosen for May Day-National Child Health Day 1932 by the May Day Committee of the State and Provincial Health Authorities of North America.

We have learned a finer sense of values in the last several years. We have found "keeping up" with our neighbors far less important than *sharing* with them. We have rediscovered the fact that selfishness does not always pay and that unselfishness brings dividends of happiness and security. We have let go of many superfluities and, in our apprehension lest we should have to lose more than these, we have found that our wives, our husbands, our children, our homes, our neighbors, are dearer to us than our pretensions. We have set our eyes steadily on the fundamentals of life and we will work and fight to preserve them with all our American courage that recognizes only success and with all our human hearts that cannot be defeated.

The general purpose of May Day 1932 is to focus the spirit of this year—which is a spirit of unselfishness, of sharing, of responsibility towards our neighbor—upon the needs of children in order that—

Each child may be sheltered in its own home and share secure family life during 1932.

Each child may have the essential food elements in each day's diet during 1932.

Each child may have an adequate amount of clean and safe milk in 1932.

Each child may have plenty of sunshine, sleep, rest and recreation.

Each infant in 1932 may be born healthy, of a healthy mother who will live to love her child and take care of her family, and That all the nineteen points of The Children's Charter—the Magna Carta of Childhood—may be put into practice in every community.

—(From publications of the American Child Health Assn.)

#### NEW BOOKS

**COMMON-SENSE AND THE CHILD.** By Ethel Mannin. J. B. Lippincott Co. \$2.00.

This small volume sets forth the "leave the child alone" idea in a crisp, easily readable style. While the book is intended primarily for parents, it will also interest teachers, cottage mothers and social workers. The author is an English woman.

**DAY NURSERY MANUAL.** National Federation of Day Nurseries, Inc. Mary F. Bogue, Editor. Price: 50 Cents.

The Standards Committee of the National Federation of Day Nurseries has prepared a manual which brings together the best of practice and the most generally accepted theories in the day nursery field. The manual, whose publication was made possible by the generosity of the late Mrs. Hermann M. Biggs, former president of the National Federation of Day Nurseries, is for the use of boards of managers, superintendents and staff members of day nurseries. The subject matter was written by technicians in the fields of education, social case work, nutrition, physical and mental health, and child care.

The manual represents the first attempt "to define the status of the nursery against its historical background and to relate it to modern life and to other types of child care." The Day Nursery Manual by the Day Nursery Federation, the Manual for Cottage Mothers by the Child Welfare League of America, and Children's Institutions by Dr. John M. Cooper, all of which have been published during the past twelve months, have added materially to the literature of the child-care field.

**RECORDING AND REPORTING FOR CHILD GUIDANCE CLINICS.** By Mary Augusta Clark. Commonwealth Fund, Division of Publications.

Miss Clark's book has been available for some time but attention is called to it again as it "sets forth a system of record keeping and reporting that for thoroughness and clarity stands unrivalled in the field of social work."—(From *Social Service Review*.)

#### ENCLOSURES

(Sent to members only)

**A SERVICE TO THE PROTESTANT COMMUNITY.** 1931 Annual Report of the Federation of Protestant Welfare Agencies, Inc., New York, N. Y.

An attractive folder used as homefinding publicity by the Cleveland Children's Bureau, Cleveland, Ohio.

**National Conference of Social Work, May 15-21, Philadelphia.** The League's headquarters will be at the Hotel Benjamin Franklin